

# Lesson 26. Terrorism

## Lesson Purpose

To focus on recognizing and reporting suspicious activities associated with terrorism.

## Learning Objectives

Participants will be able to:

- Recognize activities that warrant suspicion and reporting to authorities.
- Describe and practice strategies for reporting suspicious activities.
- Identify key resources for information about terrorism.

## Materials

Presentation: Terrorism

Handout(s): *“Recognizing Terrorist Activity”* and  
*“Reporting Terrorist Activity”*

Supplement: Display newspaper and magazine articles about terrorism with particular emphasis on recognizing and reporting suspicious activities.

*“Fact Sheet on Rail and Transit Security Initiatives,”* from the Department of Homeland Security. Download at [www.dhs.gov/dhspublic](http://www.dhs.gov/dhspublic)

## Related Resources

Department of Homeland Security, [www.dhs.gov/dhspublic/](http://www.dhs.gov/dhspublic/)  
Ready.gov – Materials from the Office of Homeland Security

## Lesson Plan

Time	Main Points	Slide
<b>Introduction</b>		
5 min.	Citizens can take concrete steps in the community, and in the workplace, to help detect and deter suspected international terrorists.	1 - 2
	Today, we'll talk about activities that warrant suspicion and how to report those activities to authorities. We'll also look at the best resources for information on terror threats.	2
	Distribute handouts: <i>“Recognizing Terrorist Activity”</i> and <i>“Reporting Terrorist Activity”</i>	

Time	Main Points	Slide
<b>Presentation</b>		
8 min.	By being aware of your surroundings, and knowing how and when to report crime, you can make a difference in the war on terrorism.	
	<b>Possible signs of terrorist activity</b> <ul style="list-style-type: none"> <li>Someone bragging, or talking, about plans to harm citizens in violent attacks, or who claims membership in a terrorist organization that espouses killing innocent people.</li> <li>Suspicious packages, luggage or mail that have been abandoned in a crowded place, like an office building, an airport, a school or a shopping center.</li> <li>A suspicious letter or package that arrives in your mailbox. (Stay away from the letter or package and don't shake, bump or sniff it: Wash hands thoroughly with soap and water.)</li> </ul>	3
	<ul style="list-style-type: none"> <li>Someone suspiciously exiting a secured, non-public area near a train or bus depot, airport, tunnel, bridge, government building or tourist attraction.</li> <li>Any type of activity or circumstance that seems frightening or unusual within the normal routines of your neighborhood, community and workplace.</li> </ul>	4
	<ul style="list-style-type: none"> <li>Someone unfamiliar loitering in a parking lot, government building, or around a school or playground.</li> <li>Someone using, or threatening to use, a gun or other weapon, place a bomb, or release a poisonous substance into the air, water or food supply.</li> <li>Strange odors, smoke, fire or an explosion.</li> <li>Abandoned vehicles.</li> </ul>	5
6 min.	<b>Reporting terrorist activity</b> If you believe you have information that would help authorities, do not take any action other than to inform your local police department or FBI as soon as possible. Here are some tips for reporting: <ul style="list-style-type: none"> <li>Call 9-1-1 for life-threatening emergencies only.</li> <li>Call your police non-emergency number to report any behavior or event that seems to be outside the norm, or is frightening, but does not immediately endanger lives or property.</li> </ul>	6

Time	Main Points	Slide
2 min	<b>Summarizing</b> <ul style="list-style-type: none"> <li>Signs of terrorist activity</li> <li>How and where to report suspicious activity</li> </ul>	8
<b>Practice/feedback</b>		
	<p>Have participants review the list of strategies for recognizing and reporting suspicious activities. Ask them to place a checkmark (✓) beside the things they now do and to place an asterisk (*) beside the things that they need to begin to do. Give participants 5 to 7 minutes to complete this review. The instructor should circulate among the participants during this time. Conclude the activity by asking 2 or 3 volunteer participants to share what they learned from the review. The instructor should reinforce prevention strategies and key learning points</p>	9
<b>Evaluation</b>		
	<p><b>Set-up</b></p> <p>We have a few minutes for questions and additional discussion. While we're doing that, we have a brief evaluation form we'd like for you to complete and leave with us. Your name is not required, but your feedback is very important. It will help us improve our presentation and program.</p> <p>Distribute evaluation forms and ask for questions or additional comments on what has been presented.</p> <p>Promote group discussion by encouraging audience members to help respond to questions. Use questions as an opportunity to clarify and reinforce key learning objectives.</p> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>Thank the audience for their attention and participation.</li> <li>Express appreciation to the sponsoring organization for the opportunity to speak.</li> <li>Remind them to leave evaluation forms.</li> </ul>	10

## 26. Terrorism

Please tell us what you think about this lesson by circling the numbers that most closely reflect your opinions.

After this lesson . . .	Strongly Disagree	Disagree	Agree	Strongly Agree
a) I am better able to recognize activities that warrant suspicion.	1	2	3	4
b) I know how to report suspicious activities.	1	2	3	4
c) I am aware of key sources of information about terrorism.	1	2	3	4
<b>About this lesson . . .</b>				
d) The information presented was valuable.	1	2	3	4
e) The lesson was presented in a clear and understandable manner.	1	2	3	4
f) Lesson activities and discussion were helpful.	1	2	3	4
g) I would recommend this lesson to others.	1	2	3	4

**What was the most valuable thing you learned?**

**Please give one example of how you plan to use the information presented in this lesson.**

**How could this lesson be improved?**

